

Bible Lessons

- | | |
|---|--|
| 1 | Genesis 1-vii
Matthew 1-vii |
| 2 | Genesis viii-xvi
Matthew viii-xv |
| 3 | Genesis xvii-xxv
Matthew xvi-xxiv |
| 4 | Exodus 1-vii
S. Mark |
| 5 | Exodus viii-xvi
S. Mark |
| 6 | Exodus xvii-xxiv
S. Mark |
| 7 | Joshua 1-viii
S. Mark xii-xvi |
| 8 | Joshua Judges
Acts ix x & 1-vi
xvii-xx ↓ Easter Ascension
Whit Sunday |
| 9 | Samuel |

Writing

Dictation

Composition

English grammar

17 p 2 p m u 54A

Morris

1. 9-24; 88, 89 109-118-125
2. 25-39 90, 91, 92 109-125
3. 40-56 92, 93 109-125
4. 56-72 93, 94, 95 109-125
5. 73-87 96, 97 "
6. 100-108 98, 99 "

English History

758 pages.

48p3pneu 94A

a. Foster
1-52

KE 55 - A.D. 871

Shakespeare's Julius Caesar

Julius Agricola Tacitus

2

52-104

871-1066

The Adventum of Geoffrey

Harold

St. Brookes' King Alfred.

3

105-153

1066-1199

Taliesman Dranhoe

4

153-208

1199-1327

King John

Edward II

5

208-265

1327-1485

Froissart -

Henry V

Quentin Durand.

6

266-312

1485-1533

Sir Thomas More

Henry VIII

Rough estimate

7 312 - 356

The abbot

1533 - 1587

218p4, new 54A
Tid summer Rife - Pna

8

356 - 419 (press) 1587 - 1603

Renilworth Westward Ho!

9

419 - 453?

1603 - 1625

Fortunes of Nigel

Fairie Queene

Franchistology

ispsneustA

Crighton		2 - 22
I	L.F.A.	1 - 8
II C.		23 - 32
	L.F.A.	8 - 14
III C.		32 - 52
	L.F.A.	1 - 14
IV C.		52 - 83
	L.F.A.	15 - 19; 23 - 27
V C.		85 - 133
	L.F.A.	20 - 22, 28 - 34
VI C.		134 - 155
	L.F.A.	35 - 44

vii

C

218p6pneu54A

27A.

viii

C

27A

ix

C

27A.

Plutarch

{
Romulus
Theseus
Numa

{
Solon
Aristides
Sulla Caesar

{
Coriolanus

Natural History

2187pneu67A

Lloyd Morgan I I I i ii; iii iv v; ~~vi~~ vi, vii, viii;

II

ix, x, xi; xii, xiii, xiv;

xv, xvi, xvii; ~~xviii~~ xix;

III

xviii, xix; xx, xxi;

Miall

I

II

III

Geography

Book V 356 = 39 a time

Book IV ^{34p} 308 = ~~28~~ 34 a time

Geike's Phys. Geog. 131 = 14 a time

" Geology 144 = 16 a time

Arnold Foster

this month of time.

Bolany
olinn

2nd work

in 8th appendix

Sp.

v

(103-121?)

viii

Sum

i + ii

iii + iv

Aut

63-87 ~~mass~~ 87-102

Glunipes in 6th Plant life

2nd work

Sp. trip

~~viii xi~~

i ii

xii, xi,

Sum flowers

~~vii, viii, ix~~

iv, vi

vii, viii, xiii

Aut. fruits

~~v, ix, x, xii, xiv~~

v, ix

x xii xiv

Spring Compositae, Prim, Lab. Cory, Amarill.

Sum. Violace Caryo - Lilia - Cruc - Leg -

Aut.

Physiology

18p 10pneu 54A

3 up:

1-20; 20-42; 43-61; 61-81
61-81; 81-103; 103-128;
129-148; 148-169; 169-189

French

Larousse I

38-52

II 62-74; 74-93; 94, 95, 101-119

III { 96-100 135-154
119-135

Thémoin

I

German

üßplipneus4A

Becker

1-10; 11-18; 19-27;

Zyp:

27-35; 36-43; 43-50

ibz-122

Herzengeschichten

Der Uebelste fast

Italian

Thermin

Latin

Book I increases Zyp 1-8; 9-¹⁵~~20~~; 15-28; 28-41; 41-54; 55-65

Book II

Scott & Lones

1-23 }
67-80 }

Re Changes

i Rpl 2 p n u s t A

for Council

It seems desirable to enlarge the scope of, &
therefore modify the title, of the P.N.U. We have
from time to time correspondence with members
of other nations, Russia, Belgium, Holland
Sweden, Germany, Hungary as well as
with parts of the Empire South Africa,
Australia India, Nova Scotia, etc.
In our own colonies & dependencies branches
of the Union are sometimes formed, but in
other countries, the tendency is to go off
upon lines of their own work without any
connection with us. In this way what
might be a great general movement is
broken up into a number of small impulses
movements. ^{This} is really important, because
perhaps, a common code of sound

Educational thought & practice would do
~~much~~ ^{much} for the peace & unity of nations. If
 we call our Union International instead
of National, we shall be able to invite the
 co-operation of other nations on equal
 terms. In another direction, too, a
 change seems desirable. Teachers are
 beginning to feel strongly the need for
 some organized way of conferring with
 parents. We offer a common platform
 for teachers & parents. But while we call
 ourselves distinctly a Parents' Union,
 teachers naturally don't feel that
 they have an equal share in our
 deliberations. A change of title from the
 Parents' National Educational Union to
International Union of Parents Teachers

would cover both these difficulties.

Perhaps the title of the Parents' Review, Ltd.,
should be changed to Educational Review

for Parents & Teachers ??

To seek British money at the Japanese
bank's own corporation was held
dishonourable. . . . The shareholders found
themselves to pay the same rates as all their
members. Their shares - carried & underwritten
through their own craft - were subjected to
fine.

P.R.S.

218 p15 p16 54A

Classiv

Abbott	11-28	Jacob	78, 80, 81
1	91-105	S. Mark	261, 262
2	29- 50 44	Joshua Judges, Ruth	81, 82, 83 84, 85-
	106-138	S. Matthew	262, 264, 265-
3.	44-50	Samuel, Kings	84, 85-
		Ezra	
	139-166	S. Luke	265, 266, 267
4	57-59	Ordering of Priests	85, 86
		Chief Sacrifices from	
		Hille	
	167-195	S. John	267, 268
5.	60-78	Isaiah	86, 87, 88
	196-222	Propets.	269, 270
6	11-28	Joseph & Moses	79, 80, 81
	223-237	Acts 1-xiii	270, 271
	?	" XIV-xxviii	
2	238-260	Philippine Abolition	271, 272

434
500

10. 1679-1680-1679

all 16 pms 544

11 1679-1698
Lord XIV pages 181-193

✓ Lorna Doone
Manual on Sir William Temple,
Hispanick Treason

old History -
Hatcher, Wilkes, Harkill, Drummond.
12 193-228 1698-1742

Esmond

3 Pope's Essay on Criticism

2 Addison's Essays

3 Swift's Battle of Books

✓ Steele & Addison's Sir Roger de Coverley 3 each

Thomson. Pope - Resurrection Dryden

English
History

reiteration

all 17 pms 544

9m 1-77 (606-1066)

1 Selection from Bede's Ecclesiastical History
Bede's, Julius Caesar, Julius Agricola, 3. Caesar
Tompson's Coming of Arthur, Holy Grail, Passing of Arthur
2 78-154 (1066-1066-1265)

Church's S. Anselm
Tatianian, King John, Henry VIII, Henry's Heretic
2 155-327 (1265-1377)
3 Battle of Tewkesbury, Ronsard (Lorraine) Maudsley
Voyage, Henry's Heretic III, Taylor's Edward II, (Tempest)

4 228-282 (1377-1471)
Chaucer's Dunward, Chaucer (Tuckwell)
The Knight's Tale, Henry IV, Richard II
The Third Part of Henry

5 1471-1540 Lord 1-63

4 { Anne of Cleves
Sir Thomas More (Caryl's Henry)
Luther Knox Henry VIII
S. Richard III Henry VIII
Life of Erasmus Heywood - Vane - Howard -
Tackville.

6 1540-1572 Lord 64-85
Hansa Trans 240-366

9m 810 pages
155 Shell Bot
Fairie Queene R/E
3 Boccaccio's Decamer
Hobbes' North West Passage
Fallish - Spenser's Faerie
Lodge - Talion

454

500

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800

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1000

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20

125 | 39 2 | 3
37 5
17
6

12 | 28 | 5
4

7.

Lord 81-106

1588-1623 18p19pneu54A

~~Arjel~~

* Kenilworth

3 As Mon like it

3 ~~Coleridge's Wallenstein~~ P.T.

1 ~~Imy B. Annada~~ (Macaulay)

3

~~Baron's Essays~~ The minor essays (papers)

~~Minor Poets~~ (Keats, Shelley)

8

Lord 107-130

1623-1640

1 Religio Medici

2 Macaulay on Milton

~~Legend of Montrose~~

3 The Imprest

3 L'Allegro. Il Penseroso Lycidas

or 4 sonnets

A

131-145

1640-1660

* ~~Harley Maratons~~

2 ~~Henry Hen Workshop~~

~~Prologue~~

~~Paradise lost~~

1 ~~Annals of the~~

Cromwell. Shakespeare. Dante

3 { Crashaw - Herick -

Vaughan - Herbert -

Cowley - Waller

European History

18p19pneu54A

8

1. Tuscan Republics 1-149

2 " " 150-292

3 " " 293-346

4 Stanza Torno 18-125

5 " "

6 " "

Lord 472 pages beginning

80

78

6

4

Marco Polo

Lobo Ferrer's Alpyrina

Fielding Disbox

Hakluyt North W. Passage

Mackintosh Australia

Discovery of Muscovy Rattelle
Hakluyt

Voyagers Tales

Geography

1. Drummonds Tropical Africa (2/8)

Marco Polo (Cassell 6d)

Geikie (356)?

2. Eothen (1/6)

3. Darwin's Coral Reefs

4. Unbeaten Tracks in Japan (Bishop)

5. The Heart of the Continent

6. " " " "

Book V Geographical Reader 325 pages =

54 pages a term + 6 Cassell's

Geikie Physical Geog. 356 = 60 pages
10 m.

English grammar

The Making of English (Bradley)

Trench On the Study of i ; ii ; iii ;

iv (112-144) ; iv (144-185) ; 185-224 ; 225-267

266-308

308 = 51 a term

Geology.

Harrison

279 pages 46 atime

218p23pneu4A
30 usually

1-40; 41-81; 81-114;

114 - 148;

- 279

Biology

Circles 14 Chapters.

olive

Thomson 221 pages? 12 chapters?

Astronomy

366 pages = 60 pages a time

usually 30-40

French

Larousse 9.

Style

German

Ans

Becker

Italian

Forin

Latin

Book III

27 Caesar

Virgil

1-12; 13-22; 22-32; 32-44; 44-54; 54-65;
9-20; 20-32; 32-57; 57-68;
1-13; 13-26; 27-38; 38-48; 48-59; 55-65

Ch. I-IX; X-XX; XX-XXX; XXX-XL; XL-LV
54 chapters 18 a term.

p 1-10; 10-20; 21-27;

Arithmetic

Decimus

Euclid

Algebra

17.

Hudson

i+ii;

iii + iv;

v, vi, vii;

+ 21; 22-42; 43-64.

Hall & Knight 3 terms beyond Quadratics

ourselves

1-32; 33-65; 66-98; 99-130;
131-162; 163-190; 191-210

27

I

1-72; 73-149; 149-210;

II

1-67; 68-125; 126-202

Art

1

1. Bark wings leaf buds

2. Giotto

3. original scenes from

2

1. sketches of plants indicating growth & foliage
Leonardo

3. original scene from

3

1. Plants indicating seed vessels etc

2. Fra Angelico

3. original scenes from

4

1. Raphael Michael Angelo

2.

3. original scenes from

5

1.
2. Botticelli

3. original scenes from

6

1

2

3

Singing

music

Bill

Work

- 1 Clay. Steinchen
- 2 Bookbinding
Smocking
- 3 Repousse wood carving
draughtsman
- 4 Clay Basketwork
crochet (Gabri's socks)
- 5 Kent Iron
Knitting (Shocking)
- 6 Leather
(gloves)

IV

218p27pneu54A

Scripture

Literature	40 + 25 =	65	
English History	40 + 40 =	80	with 3 pp -
Composition	25 =	25	on any subject
Geography	40 + 45 =	85	on any subject
European History	45 =	45	on any subject
W. Day Morals	45 + 25 =	70	
Grammar	40 + 45 =	85	
Phys. Geog	30 =	30	

Lit - ~~40~~ 56 45
 Eng. His 20 y. history all 3 pp.
 Essay 20 Hist. Lit. at 100.
 Phys. 40 Reader and 100. - All: 6 + 100
 W. Day 60 30 Hist + 100. all 100 pp.
 Moral 20 25 30 7 lines of 20 m.
 N. 40 50 15 m. 15
 Eng. His 30 30 40 as 10.
 Lit

~~the society~~ to be modified. The title of
Imperial Education Association is admirable
 but perhaps, as the Union in question ^{as well as the various bodies}
^{have been approached by} ~~has many advantages from other countries~~ the
International Educational Union of Parents-

Teachers would ^{be better} ~~best meet~~ ^{at a meeting of the kind} ~~the case~~ ^{promoting} ~~should~~
 do something toward a philosophical &
 organized educational movement throughout
 the world. ^{in peace & good will in the earnest hope} Thus another of the objects of the
 P. E. U. should be realized in the fullest
 way "to afford opportunities for co-operation
 & consultation so that the wisdom & experience
 of each may be profitable to all."

as for the vexed question of a curriculum,
 that "the aim in most schools is to give
 a maximum of intellectual development
 during school life" ^{most heartily agree} should be disastrous

454
500
500
24
8
39 2
125 40 5
37 1
12 18
4

if discussion on this subject should lessen
the public confidence in persons ^{to whom the nation is so largely indebted} described
as 'makers of men' was
at a late Educational Conference as 'makers
of men'. But it is as makers of men & women
from our great schools, at a late very
their teachers have won an honored place
in the national economy. ^{parents} Why parents with
the inception of a few cranks know that school
'will be the making of the boy', nor have
they less confidence in the ^{parents} ^{sons} ^{daughters} to school because
whom they send their girls. But it is well
the curriculum that does the work, probably
teachers are as uneasy as parents on this
question of curriculum. As Mr. Pass says,
the design of the common curriculum is
'to give a maximum of intellectual
development'. 'I don't believe there is no
such a person' said Betty Ping in an

audacious moment, & some of us think that
intellectual development is in the case of the
Parni. Perhaps there is no such a thing as
the intellectual development of the baby of the
who has learned a language (as much as he can
fit), & has acquired immense knowledge
about the behavior & properties of things, is
as fully developed as that of his father
who is an Honorable man. It is not intellectual
development but intellectual equipment
we want in the schools. The mind is a mill
that will not grind sawdust but will
grind an indefinite quantity of ^{some} ~~grain~~ &
various grain. Though no sane parent
would ask for alterations in the curriculum
of an individual school, it is possible
that parents & teachers in Conference

might evolve something helpful as to what is really, in spite of the experience of ages, the open question of the best curriculum. This is not a veiled attack on a classical education; on the contrary, perhaps we have nothing better to show in the way of 'sweetness & light' than what we understand by the Halliwell man; but many ^{things} considerations go to the production of such an output. Educationalists - will be grateful to the Morning Post for the democratic ^{middle class} tone which it takes with regard to education. The Parents' Union hold the same view; they consider that children ^{between etc} of all classes should be taught on the same full & generous curriculum ^{from} ~~until~~ the ages of six or ^{ten or fifteen} ~~ten~~ or fifteen. They have established

this view by far reaching & long continued experiments. If this principle were adopted, the status of teachers would take care of itself. The teacher who produced the most intelligent work in his school on an intelligent curriculum would come to be recognized in some way, not yet apparent. 'Registration' has not been successful, it is to be hoped it will find its way into the limbo of experiments that have not succeeded. As regards one other point persons who care for education are indebted to the Morning Post Schools are devoting themselves more & more to the production of skilled craftsmanship. It is well known on Mr. Crossley's authority that the need for such crafts-
manship is decreasing in building, civil engineering, mining & chemistry, while intelligent supervision is more &

non. difficult to get. The inference ^{that} ~~the~~
^{is} personal qualities which tell that these
depend upon 'sound' educational foundations.

Our 'educational foundations' Err
in that they go on the principle of much
intellectual ^{mental} discipline & little pabulum.
Though a school should advise the maximum
of gymnastic exercise & the minimum of food

an Idler in Old France

MS. B. 1. 5. 4A

by Tythe Hopkins.

In general, however, the apprentice served to the full his proper period of 4, 5, 7, or 10 yrs upon the lapse of which he was seldom unexpected to present himself to the masterpieces. 8 days from the term of his apprenticeship, the master who had taught him led the aspirant before the jurors, who required of him a taste of his quality. If a dyer, he must show his hand "subdu'd to what it works in" by dyeing so many different pieces of fabrics. The potter must prove his power over the clay. The weaver would be set to weave an ell of velvet, satin, damask & brocade. The tailor was required to fashion a doublet, & the sword-cutler to furnish forth a blade. If in this essay the aspirant failed to show himself an artist, he was sent back to the atelier for another 12 months' apprenticeship.